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ABSTRACT

The main article in this issue of ERIC/CAPS' expanded newsletter is based on an interview with the presidents-elect of three national organizations--Association for Counselor Education and Supervision (ACES), The American School Counselor Association (ASCA), and the American Personnel and Guidance Association (APGA). They discuss the role of the school counselor and counselor educator in the future, suggest a variety of innovative approaches, and exchange mandates for a more relevant kind of counselor selection and training procedure. Other articles in this issue include: a bibliography on counseling in the future; news of ERIC/CAPS Center activities and publications; a column which focuses on student governance in the community colleges; and a column by Garry R. Walz, Director of ERIC/CAPS, on a change of emphasis in the program of this ERIC clearinghouse. (JM)

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A Look to the Future

The following interview is a conversation among three leaders in the field of guidance and counseling. They are: Dr. William L. Cash, Jr., President-Elect of the Association for Counselor Education and Supervision (ACES). Professor of Guidance and Counseling and Assistant to the President for Human Relations Affairs at the University of Michigan; Mrs. Thelma Daley, President-Elect of the American School Counselor Association (ASCA), and a counselor and chairman of the Guidance Department at Overlea Senior High School in Baltimore, Maryland, and Dr. Garry R. Walz, President-Elect of the American Personnel and Guidance Association (APGA), Professor and Chairman of the Guidance and Counseling Departmentat the University of Michigan. and Director of ERIC/CAPS.

This is a time when a lot of emphasis is put on relevancy. With this in mind, what impact is school counseling presently having?

Mrs. Daley: Counseling may be helping individuals to grow up. Counseling is helping the entire school to develop total individuals and to help the entire school system look at a school or school system working as an integrated institution for the development of the individual.

Dr. Walz: I think the impact of school counseling is a great deal more than commonly thought, but much less than we would like it to be. When you talk about what school counseling is, you're talking about a social institution that involves some 80 thousand people in this country. I think as you visit different school districts, as you talk to students who have been through school, one of the things that we can identify with pride is the great impact that **given** counselors have had in given schools around the country. It has been clearly demonstrated that counseling does make a difference and leads to the kinds of outcomes and climates in school that Thelma just referred to.

However, the young population has changed, and has entered a period of ferment and challenge to old values and our social institutions have been questioned as to their relevancy and appropriateness in today's life. I think we are seriously challenged as counselors to be sure that the kind of service we provide is as relevant and meaningful today as it was years ago when the options available to young people were more clear-cut and the route toward success was clearer and the students which we served had a great homogeneity.

I think **all** of those things have changed today. While we can take pride in our heritage and our past accomplishments, I think the more pressing question is: how can we attend to the kind of broader social issues and the more immediate kind of pressing problems and concerns that exist in schools today.

Dr. Cash: I guess my feeling is that while certain information reveals that counselors are making a tremendous impact (and those of us who train counselors believe this) my real concern is that we have not been very successful in determining the effectiveness of counselors. We have very little empirical information to support our strong beliefs. I think this is one of the real problems we face.

I recall when I was with the Office of Education in Washington, we had to try to respond to this kind of questioning. People were saying, "I know all the things you are saying about counselors are very good, but what evidence do you have to support the position you're taking?" I would hope that somewhere in the process that we would talk about the impact that school counseling is having in serving the needs of youth, and I hope you come up with the empirical data to support the kind of thing we believe is happening. It does not mean that we are not doing an effective job; it does not mean that children are not being affected by counseling; I guess it is the fear that we have not been successful enough yet—we must be able to convince those outside our own profession of our possibilities—particularly people who might be funding such programs and expect sufficient evidence to show the value of the program.

If you feel as you say, that there is an impact being made through school counseling, what needs are presently well met?

Dr. Cash: I think the counselors are currently doing a very good job of counseling youth into higher education. In fact, I think they're doing an excellent job in this (and I think there is a need for this) but I have some real questions about the kind of counseling that we've not done for quite a few students. There are other kinds of needs, for example vocational and career needs. My reading of the situation at the moment is that we're so higher education oriented that we're paying very little attention to the fellow who is not interested in going from high school to college, but who **is** interested in trying to find something to do as a young worker once he leaves high school. He may not be interested in going to a junior college or to a four-year university. I think I would like to see counselors meet the needs of youth in a two-pronged approach: not only concentrate on higher education, but also help the individual to make some kind of vocational or occupational decision.

This is an interest that I see is needed and is not being met the way I think it should be.

Mrs. Daley: You know Bill, I sort of disagree with the people who say that counselors are only trained for the students who plan to go into higher education, and not those who go into the occupational world. I think there is the need to look at the total picture of career development.

It goes back to the whole idea of accountability—what you've been doing, what you haven't been doing, and how the people might see what you're doing.

Right now, one of the things we have been doing in my own school is to use a systematic method of follow-up, which is one concrete way we have of evaluating what we are doing. When I look at our

reports, I find reason to disagree with the universal idea that we're not doing anything for students going into the job world, and those who are going into marriage, as well as those going on to school—the **total process** of career development. Maybe **this** is what we need to look at—the **total picture of career development**—rather than trying to put it in segments, a box here and a box there.

his qualifications as they apply to opportunities, then make a match or a fit, and then counsel on what that match or fit could mean to the individual.

There has been a great deal of development of instrumentation which is predictive of success. We've learned ways to assemble that information, to communicate it, and we've developed techniques to help

I would like to see counselors meet the needs of youth in a two-pronged approach; not only concentrate on higher education, but also help the individual to make some kind of vocational, occupational decision.

-William L. Cash, Jr.

Dr. Walz: I think that what counselors do well is being counselors. I think if you try to provide the parameters beyond that, it is less clear. It seems to me there is a great deal of instrumental work in counseling where, in effect, the major orientation which still persists, even though it is many years old, is essentially a Parsonian one of viewing the individual against certain opportunities. We see the individual to view himself against specific opportunities. I really heard Thelma speaking of a need for a life style of counseling which views an individual in terms of important values and attitudes and which looks at the major motivators which are important to him. Wouldn't counseling be a much more broadening experience if it generates open options, and enables the student to consider: What

would my life be like if I went **this** way, versus another way?

Mrs. Daley: I think for too long we have been concentrating on the **individual,** just the individual—not thinking that we have a role to play in terms of the total societal forces. When I say societal forces, I'm not thinking of the general societal forces, but the institutional forces. This is an area in which we should have concern. Maybe we have **not** been involved in it as much as we could have. We could effect a change with some of the stumbling blocks, stumbling blocks that the kid has to confront right in the school system. But, we sort of close our doors, saying, "This is not our bag. I work with students as individuals. I give **them** the resources." Maybe **we** have a role to play to go out there and confront whatever **he** is confronting. I might be able to be the one to help dissolve that situation much more readily than a student I try to fortify.

Dr. Cash: I don't believe we have time to prepare our counselors for either one of those. You have to work with the individual—understanding the person. But I don't see how you could do this without viewing the individual in the context of society. I can't separate the two in my thinking. I see these as part of the same coin.

When I talk with an individual (working with that person) I also see him in the context of the society in which he is functioning. I'm not so sure how many of our school counselors today are able to divorce themselves from the kind of assumption that frequently requires the counselor to guide the individual in a certain direction rather than help that individual understand the kind of environment in which he lives. In a way I'm saying that I feel that counselors are nominally existentialists in their whole approach. You can't have one without the other. I believe you have to work with the individual in the social context in which he is living; you can't separate the two.

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Mrs. Daley: In relation to this, I would like to see some in-service training in some of these institutions. Instead of sending me as a counselor to a summer institute, or providing some in-service training within school districts, I would really like to see some in-service training set up with not just me and my principal as some have proposed, but a school team involving the principal, the counselor, and at least two department chairmen from the school. Let them go through an in-service training program to work for the development of learning how to get the maximum use of the school's resources.

I feel that the single resource person in a school who is not utilized to the fullest is the **counselor.** Perhaps it's a kind of ignorance. I can really operate effectively only if you (as the administrator) allow me to operate in a way other than through certain subtleties.

I feel that if we put **teams** in institutes, in-service programs, this may be one key toward effecting a program which will benefit the students.

Dr. Cash: There is such an institute now. It's at Wayne State University in Detroit. They have administrators, school counselors, teachers, school social workers, school psychologists, and one or two paraprofessionals. They've been operating like this since last summer. Their purpose is to do what we've been talking about. I had an occasion to visit that institute a year ago and we talked about setting goals, objectives, and plans. I met with them again a few weeks ago and I asked this question, "Now that you've been together for a year, how would you evaluate your experience?"

Several interesting things grew out of this. I remember one answer in particular, "You know, we've come to see our colleagues as people like us who are interested in the same thing—the student, and we never felt this way about it before. We realize that we do have a common interest, a common goal, and that we're really not different. We see our colleagues as people and not only as fellow professionals."

Dr. Walz: I find myself very much in agreement with what has been said. But I feel pressed to speak to the question of: are we describing counselor behavior

as it relates to schools which have existed in the past, or are we thinking about what counselor behavior should be in the schools which are now emerging?

For instance, we have the Parkway Project in Philadelphia—the schools without walls concept which is clearly going to revolutionize counselor role. We have the Free School Movement. We have the alternative models for education. We have the beginning of an approach to education emphasizing performance outcomes and general accountability in Gary, Indiana where an entire elementary school is being contracted to a private behavioral research institution who will hire the teachers, buy the pencils, organize the curriculum—provide the entire bag of worms—for a full elementary school. I think that's the kind of thing we need to be training for and attending to—these **emerging** kinds of models which are causing a lot of excitement and which offer (I think) a promise for a much more meaningful kind of learning environment than we have today.

I think the major statement we can make about schools today is that they are not doing what they should. When people can graduate from high school and not be able to read, when the Office of Education in 1970 can say the major educational moonshot for our country is literacy, that says something about the adequacy of the educational program we have. What we need to be thinking about is not only how the counselor responds to what he has been, but what role he is going to play in designing and working for **major** change in the school systems as we know them now.

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Mrs. Daley: You're talking about new ideas. Let me just describe to you what my situation looks like. Everybody comes around and says, "My you have a lovely office." I say, "Yes, but I am in a sterile matchbox." And what kid really wants to come down to this sterile matchbox for counseling?

Then you have new ideas, ideas that I discussed with my principal this summer. I told him I wanted some gazebos. I'd like to take the "gazebo approach." I said, "That's what I want. Give me a gazebo down near the cafeteria or a gazebo down near the shop area. Decentralize me, put me out where the students are. Make it so attractive that everybody is urged to talk or to come in. But don't let me be ostracized because I'm in the sterile matchbox, or because I'm in an office, or because I'm next door to where the principal is."

Dr. Cash: I don't know what Thelma is talking about. I believe as an individual counselor you don't have to see the student in the office all the time.

I don't know where some of these people get these concepts. It's a personality thing; some people feel very comfortable moving out among people. It seems to be a matter of how a person can learn to operate at his best. I'd also like to point out that because of my outside contacts, my office contacts increased too. More people wanted to come in, because they met me as a person in a different setting. But I have not been successful yet in being in two places at the same time. I have to be where the demand is. If I get a greater demand inside, then I can't spend that much time outside. I found that my best press agents were my students, and I met them in many different places.

So, there are those people who feel very uncomfortable in a gazebo, and there are those who feel very uncomfortable talking to people across the table.

Dr. Walz: As a University of Michigan faculty member, I have the feeling that I have occupied every kind of imaginable office, and I just realized that there is one more that I can look forward to with some real anticipation. There is a kind of creativity I can visualize associated with that gazebo, Thelma, that is really exciting, but I think basically I find myself in opposition to your point of view. It's not that I want to make **my** environment more attractive, it's that I want to interact more meaningfully in **their** environment. So rather than having a gazebo, I'd like to have a horse and counsel on the hoof, or have a Honda so I can get out and interact in **their** environment, monitoring and reacting.

I think **that's** the big change. We have a very spontaneous culture now—there's a rapping, there's a confrontation, a variety of communication among the young and it's very important that we interact and be a part of that. I think the concept of a centralized (however attractive it might be) is essentially undesirable. I would like to see counselors who are much more comfortable in a variety of environments, who experientially have had an opportunity to know what the different kinds of life styles are, what these mean to people who are involved, and can speak to these not only in an intellectual way but in a direct, visceral kind of experiential way. So that when he (the counselor) relates or talks to someone, he brings them some direct kind of experience regarding the kind of experiences that he has had.

Mrs. Daley: I think that if I had not talked about the gazebo approach you might not have come up with the Honda, but it's generating the kind of thing that I want. I'm trying to take out the sterility. I'm trying to say we should be where the people are, where the students are located. This is what I'm trying to say

to you. I would like to refer back to an article that appeared in the APGA Journal last spring. My good friend in New Hampshire, Ron Lawton, wrote it. He called himself the "Life-Space Counselor."* He counsels all around the campus of New England College. He said the president was very upset because the counselor was not in the office. Secretaries would corner him and tell him that a certain student wants him. And he'd say, "Oh yes, I saw this student at 10 o'clock under the tree, and I saw that one too." This is his style. Maybe we need more "life-space counselors." But I'd like to go back to the reality factor, because there are some counselors (who are not true counselors) coming out into the field who might really take advantage if you say we're all going to be "life-space counselors." That's where some need a pad or some **place** where you can be assured that some counselors will be trying to do something in the line of counseling.

Maybe that's a hangup that I have too. I don't think we are really screening people who are going into counseling. And once you have a person in, you can't get that person out. So I really think the vital issue is not negotiations, not tenure, but **screening. Who's** going in to work with your child, with my child, with the child over there? **Who** is going in to do the job? What are we giving counselors through leadership and university training, so they actually have some tools to work with. You can't send me in just because I'm a person and I **want** to

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-Garry R. Walz

*See Bibliography on Counseling in the Future.

be a counselor. Someone has to share something with **me** so that **I** can take something in.

Dr. Walz: I share this kind of concern, for really what you're speaking about is **counselor accountability.** Is this person really prepared? Is he someone who can deliver on his expectations? Is he going to make a significant difference that will be helpful to individuals?

I guess rather than screening, Thelma, I'd like to see a process whereby entry to the profession would be highly available. There would be relatively few kinds of requirements, but there would be a much higher degree of performance expectation. The way we would determine who could be a counselor would be: who could in fact perform in ways that are meaningful. We might find that we will be less concerned about saying, here is an individual who hasn't got a lot of academic credentials, but say instead, he can be helpful in working with street people. He very well might be the kind of person who should be given the chance to earn this title of "helper of others." What screening usually means (although I don't think that **you're** implying that) is hireability, more academic credentials, more experience. Let's have screening in terms of ability to affect change with other humans, not a list of stagnant descriptive characteristics.

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Now that you've spoken to the needs in the future of counseling, what roles will your organizations—APGA, ACES, ASCA—play in the future development of counselors? (Let's start with ASCA.)

Mrs. Daley: First of all, I would really like to see ASCA, ACES, NVGA, and APGA do something in terms of the total public relations aspect of counseling and guidance. I'm relating this because I think that we're all in this counseling thing together and that is one issue that I would really like to see us all push.

One thing, that some of the other professional organizations don't have to be as concerned about as ASCA, would be the whole question of certification. What I would like to see throughout the country is reciprocal certification. I would like to have the freedom to move from the state of Maryland to Michigan without going through recertification. If I'm certified in California, then I'm certified in Arizona—this is what I mean. If we can remove those kinds of walls for counselors, then I think we have accomplished one major, tangible step for counselors.

Dr. Walz: Let's suppose we had H.G. Wells' Time Machine, and we could bring back **today** a counselor who is fully prepared to work in the 1930 schools—prepared as a 1930 counselor. Do you think he would have a very tough time operating in today's schools? I don't really think so. In fact I don't even think we need the time machine, we might be able to find a few of them around.

In that same 30- or 40-year period, think what has happened to our society, what's happened to our schools, what's happened to our youth. Haven't there been very dramatic kinds of changes? Yet I don't see APGA (although they have a heritage of responding to important issues) leading now in terms of what we'd like to see as the role of the counselor in today's society.

I would like to see APGA take a stand on a radical reconstruction of counseling as we see it now. I think we're in a revolutionary time. I think it is appropriate for a major professional association to be concerned with bringing about those kinds of changes which will be responsive to the kind of revolutionary times that we are going through. If we don't, we're going to be displaced. We're in a very colorful, demanding, challenging, confronting society. Certainly an association should **lead** rather than follow. I would like to see APGA say, we'd rather be criticized because we're pushing too hard. We're interested in ideas which are ahead of our times, rather than ideas that reflect what has been.

Mrs. Daley: Everytime I read a paper which tries to outline new directions for counselors, I end up asking myself, "What are the new directions?" All I see is the same old ideas coming out. We say we listen, but I wonder if we really do listen. You know we're criticized. Do we **really** hear what people are saying? Do we hear what teachers say? Do we hear what the parents are saying? Do we hear what the people in the field are saying? Maybe we really need to sit down and listen. Maybe we need to go back and look at what we've done and how effective we've been. If we have anything to account for at all, maybe we need to revamp everything we're doing in counseling, and come up with a completely new model **altogether.**

Maybe we do have the wrong model? Maybe we're not doing the kind of research that we need to be doing? We have to look at the whole field.

Dr. Walz: What would happen if we took your suggestion, and magically **de**certified every counselor in the country, then make it necessary for each one to win the support of that important constituency in the school—the students. The counselor's behavior would have to be relevant enough so that they would see him as their advocate, and they would give the spirit and support that he gave them. Now that wouldn't be a sufficient answer, but the problem

is that what has been in the past is a formidable and overpowering antagonism, and it is very hard for new ideas to have a fair chance of acceptance.

Maybe If we could do what you suggested—kind of level everything—saying that the old has to compete with the new, then we'd get some innovations in our program. Maybe it would be good for a school system to say, after a few years, anybody who's been a counselor can no longer be one unless he can compete with potential new counselors. Nobody has vested rights in being a counselor in that school. They would have to pick up the designs, ideas, and programs that were appealing to the student constituency.

Dr. Cash: What I would have to get straightened out in my thinking is—who is the constituency? The administrators, or the students? If you're going to talk about working with students that's fine, but no one is interested in students; what then? We do not certify counselors because they can work with students. Certification requirements are not formulated that way. It seems to me that certification requirements are formulated to parallel teacher certification. That automatically eliminates everything that has been said in that particular context.

What we have been talking about is changing someone else. And I think the people I am talking about will not make this kind of shift—I guess we could change all the certification business and it still wouldn't work in some situations. Until we make some other changes, we're not going to get different kinds of people working in the same situation.

That's what I think ACES is concerned with. For example, one thing we will be giving attention to is the training of paraprofessionals and the role of paraprofessionals in the school situation. We also feel that, as Thelma said a moment ago, we are concerned about certification. We know, as others know, that certification is not determined by counselors but by those who **employ** counselors. Therefore we have no control of counselor certification. We would like to have some control.

Mrs. Daley: Before you go on, Bill, I have one idea. What if each state developed the idea of certifying the individual who has graduated from a university which had a certified counseling department? If every state department would accept this, you wouldn't have to go through the rigamarole of whether I had Test and Measurements, or whether I had Mental Hygiene or whatever. If you have graduated from a bona fide department at the University of Michigan, or anywhere else, then all states would accept your certification. It would save them money too.

Dr. Cash: But then you look down the list and find that each state has certain kinds of things they think you ought to have. Now at the University of North Dakota, all counselors would be certified because they finished their counselor education program.

Mrs. Daley: Are you saying that this is something that ACES is going to do—to eliminate these barriers?

Dr. Cash: No, ACES is saying that we would like to have the privilege and responsibility to certify these counselors, then people like school administrators will not become involved, for that's part of the problem. For example, the criteria for certification for nursing is determined by nurses. The criteria for all other professional groups is determined by that professional group. The criteria for counselors is determined by administrators. So long as someone else has the power to certify counselors, counselors have little involvement and little control, if any, over their own certification.

Mrs. Daley: The only thing I'm saying is that if I were to graduate from a certified department in a university, then the state department might buy the idea that counselors are basically educators. But you say that counselors should certify counselors. Someone's going to come back and say, you mean then that English teachers are going to certify English teachers, and physical education teachers are going to certify physical education teachers. You're going to run into a bureaucracy and you're not going to get anything done. How can you expedite the situation and get something done now? The idea that I'm throwing out to you is one that I see we might be able to reach within a short time. You might not have all the bureaucracy coming back and throwing it in your face.

Dr. Cash: I guess ACES is trying to do the kind of thing that psychologists are doing in several states in terms of psychological certification. There is an examining board which determines those people who are qualified to practice as psychologists; they are not administrators or teachers. So that is what we are reaching for—the time when we as counselors can determine the criteria and select those people who are proficiently qualified to be certified as counselors. Once this is done, we will not have the kinds of problems we have been talking about.

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To reiterate, certification is **one** of the things I think we (ACES) are working toward, also, the preparation of paraprofessionals. The third thing is that we are concerned with the training of counselor edu-

cators. How can we train counselor educators today to be far more relevant to the times than they have been in the past. We need younger counselor educators who will break away from the traditional approach and bring in a new kind of experience.

Let's get some of these fellows who are anywhere from 25 to 30 years of age and turn them loose. These individuals have some new ideas, they're not hungup on some of these old problems. I think we'll find that some are very progressive in counselor education and bring in more of the research. I think this is one of the elements of our salvation. So we would like to see more of our younger persons, who come from various backgrounds, enter counselor education programs as counselor educators to work very closely with the people that Thelma's been talking about and train them in a different kind of setting, a different kind of program, a relevant life style.

Mrs. Daley: Another basic idea that we would like to see with ASCA is to take the organization **to** the people and be availabie for the students to provide more field service for the counselors out in the field.

I base this upon a survey we took two or three years ago. We're contacting counselors in terms of negotions. We have a kind of cry from counselors saying, "Here we are out here in the wilderness, nobody to communicate with, nobody to give support of any kind." I feel we ought to get out there with those 40 or 50 thousand people in the field and have some dialogue, some workshops, some in-service programs, coming from their profession.

We think in terms of building up the membership. The only way we're going to build up the membership is not through all the publications going out, not by raising dues, not by sending Thelma Daley to Michigan, but by sending a team out there, down in the desert, down in the swamp, and out in the rural areas and really working with the people and giving it all a personal effect. We are "people to people" people and that's the way I think we can operate. Then I think we will have a strong professional organization. It will be a peoples' organization.

Dr. Walz: There's something to that. The big body of counselors **is** out there and it's not that we're going to really retire them. We've got to motivate them, we can't put all our resources on preparing the new counselor and ignore the old, or we just build conflct into our programs.

Dr. Cash: I think it could be very profitable for our counselor educators to spend a semester going back to school. In Washington, I worked with a high school there as part of a project. I spent two days

a week counseling in high school. I enjoyed it. It gave me a chance to reacquaint myself with some of the kinds of problems with which we are concerned. I think it would be appropriate to have some kind of rotation process going on, whereby after a few years a counselor educator would spend his sabbatical leave, for instance, in the Detroit Public School as a counselor.

I'm sure this would give most counselor educators a healthy, significant experience, and they would be happy to return to the classroom again in addition to having something new to say. This is the thing I'm talking about, a reeducation process. I still say though that I'd like to catch them (counselor educators) as early as possible.

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I would like to comment on what has been said in the last hour. I like the idea of the gazebo, and the counselor on the hoof, etc. I see this poor counselor though, completing paper work on students for administrators, etc. How does he do all these things and still go out in the field? Who does this work?

Dr. Cash: First thing—don't get tied up with paper work. If we allow ourselves to be concerned with paper work, we don't have time to see these people. My job is seeing people. Paper work presents another problem. A counselor who is busy seeing people does not have a lot of time to do paper work. And this is one of the difficulties that I see in the situation: counselors are expected to go through the record-keeping process. But they do not have

enough time to do it when people are demanding the counselor's time.

I guess I'm thinking in terms of a person being a specialist on scholarships, on student loans, on the process of getting into colleges, on keeping up with all the things that are traditionally done by counselors. It is very difficult with a low student-counselor ratio to do all of these things as well as counsel.

Dr. Walz: I think it is important that we do not use our innovativeness to design new procedures to be able to respond to our old needs, or needs that exist because we organized the system that way. What we **don't** want to do is develop a new way of handling paper work more efficiently for the counselor. The paper work is something that we've sort of inherited, and we tend to try to do something more efficiently that we shouldn't be doing at all. It's like saying, if you don't have anything to say, say it well.

Maybe we need to go back and look at what we've done and how effective we've been. If we have anything to account for at all, maybe we need to revamp everything we're doing in counseling, and come up with a completely new model altogether.

-Thelma T. Daley

The emphasis is, if we're responding as we should as counselors then a lot of things which exist won't exist anymore. In fact, you will then have a quite different kind of relationship.

■

There are two trends that I see that are very important. One is the diffusion of power, and the other is the decentralization of the decision-making function. This means that increasingly in our society we find groups of people who are involved in major decisions that are influential and particularly meaningful regarding their future. So here you have a group of students who are working in their own advocacy, and who are obtaining power to bring about change in regards to those institutions, of those social interactions which are meaningful to them. The relevant question becomes, how does a counselor work with such a group to make himself useful or meaningful? Does he have something to add? Many of the functions which the students are going to carry on, they are now going to carry on through their own resources. The counselor then will interface as a consultant, to develop skills, relating to one another through group problem solving and identification of concerns. It is this direction that we have to take.

We're working with a group which has an increasing number of subgroups who are working for their own advocacy. Many groups—parents, administrators, teachers, and students—are looking for someone who can be assistive to them, with whom they can have a personal relationship, providing consultation, and group problem-solving skills, and so forth. If we move in the direction that I would like to see, it is not doing the same job more efficiently, but it's doing the new job very differently.

Dr. Cash: Talking about the decision-making process, students want to go directly to the person who will be making the decision. They don't have time to talk to these people who need to consult, need to get advice. They want to know who is responsible, who makes the decision. This has been my experience. They say, "If you can't make that decision, then I don't have time to talk to you. I'm going to talk to the person who makes the decision."

Now I don't know where the counselor comes in. I don't know what the counselor can do in terms of consulting and helping to develop strategy—this kind of thing. My brief experience with this is that they want to talk with the **person in command.**

I **do** know this much, the youth of today don't have time to talk with people who can't make a decision. They want to talk with a person who **can** make the decision. You learn who the decision-makers are and talk with them. Why waste your time with the principal? You're just sort of spinning your wheels.

I guess what I'm saying about the decision-making power structure, is that somewhere in the process, in this time in which we are living, people only have time for people who can make decisions. All the people who have that capacity have a responsibility, but some ignore it.

Dr. Walz: I think what you said is very significant, Bill. We can't have individual fulfillment in our society without environmental change. This is where the ecological emphasis comes in. If we're really concerned with assisting individuals to realize their potentials, it's not a matter (as Thelma points out) of our working individually with this person, because he still has to overcome the environmental obstacles. The way we can play our role here is working with the self, to bring about change in those environmental conditions which preclude the full realization of the individual.

Are you saying that for counselors to be truly effective in terms of being student advocates, guidance must be a subversive activity?

Mrs. Daley: No, and I say that very strongly. I feel we should be tuned in on students' rights and responsibilities. This is a concern of the students right now. If I'm tuned in on students' rights and responsibilities, and I'm helping them to interpret what the students may be saying, I'm in no way trying to turn against the institution.

In one department this year, the counselors were trying to become more attuned to what the students were saying. They ran into some resistance, because half of the department said, "Hands off, what role do I have to play here? There's nothing I can do, I have no role here at all." I say, we **do** have a role. It's a role in helping the student to interpret what he's trying to say. It may be a role in trying to help the administrator to interpret what the students are trying to say. I think we should be involved here, and I would not be subversive if I am involved. I feel out of bounds if I'm **not** involved.

Dr. Walz: My answer depends on the definition of effective and subversive. Let me describe a situation in which I'll detail counselor behavior, and you tell me if it's subversive.

School X is about to have the lid blow off. Students are up in arms. Violent kind of suggestions are being made about how change can be brought about in that school. Great dissatisfaction and conflct is rippling all over the school situation. On his white Honda comes the counselor, and he consults with the powers to be—the school board, principals, parents, or whomever. He responds to them by saying, "Look, you have a very difficult situation here. Communication has broken down, there's polarization, there's a feeling that only violence will bring about

the necessary kind of change. I feel that there is a role I can play here in conflct resolution. In order to do that, I'm going to have to do some of these things. We may be finding ourselves on the opposite side of the table. I may be arguing their case rather than your case. My objective will be to bring about a kind of learning environment which is more conducive for all groups. That doesn't mean that I'm going to be your advocate, because my advocate is for the citizens, for the students, for what I think is going to bring about the best learning."

So where I am depends on what the needs are. I think that I can say that as a counselor I can play that role very openly. That's not being subversive to me, hopefully it is being effective.

If the administration responds, "Yes, we will let you," then you will be open, and not subversive. If the administration says "no," and you still do it, you're being subversive.

Dr. Walz: No, because I'll say, whether you say yes or no, if they want me I'll work with them.

Dr. Cash: This depends on how the administration views the issue. If they feel the work you are doing is subversive then you **are,** period. If they feel you're not subversive, then you re **not.** I realize, that in spite of that, the counselor will be operating this way. To me this is a matter of designation, a sign by somebody to someone. It is not the designation that persons seek.

Mrs. Daley: I think that there's something else implied here. Maybe we're implying that the only time the counselor comes in is when the situation has reached the crisis point. The point that I would like to stress is that the counselor has a role here as a sounding board or for dialogue, **before** it reaches that point at all. I think that it is an **ongoing** role.

Dr. Walz: I think substantively we're in agreement, especially if you use the contemporary definition of subversive. You could say that the most subversive

place in any school is the library or, in a sense, education is a subversive activity. I think that is a misuse of subversive. I see subversive as something which is underground, which is unknown, which is contrary to the existing institutions. I think you can bring about change without that kind of intrastructure, without hiddenness. I don't think change is subversive. Was the American Revolution subversive? I suppose in a sense it was. But it also was a great Zeitgeist of ideas. I'd rather think of subversive in that sense—revolutionary, nonviolent, confronting, challenging—but not subversive because I would love to get the administrators involved in debating and rapping with us about the desirability of certain changes. I think we'd get more public support if we were less subversive. You see that's what I **don't** want to be, I want to get things out. Let's get things out. Let's debate, Let's confront one another. I think it's the subversive label which hurts because then you build up a counter force. I'd like it to be just as open as it can be.

It is not ideal, it is probably not even good that the young should bear so great a responsibility for inventing or initiating for their society as a whole. It is too big a job for them to do successfully. It is indeed tragic that in a crisis that demands the tact and wisdom of maturity, everything that looks most hopeful in our culture should be building from scratch . . . as must be the case when the builders are absolute beginners.

— Theodore Roszak, in The Making of a Counter Culture

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counseling in the future

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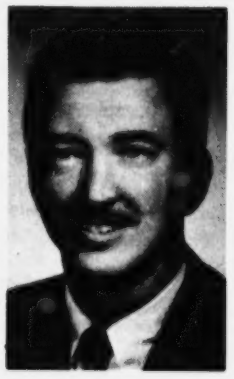
Director's Print Out



CAPS Priorities Reexamined

Both broad national developments and specific changes and developments within the Office of Education have made it necessary that we at the CAPS Center evaluate our values, our goals, and our emphases for the coming year in the light of changing conditions.

A basic condition which the ERIC/CAPS program must respond to is the fact that funding for the entire ERIC program has been seriously reduced for the current year. Though it is difficult to apply an exact figure regarding the reduction, or to speak meaningfully regarding how that reduction will affect specific programs, it appears quite likely that the entire ERIC program will experience something close to a general 20 percent reduction in funding for the coming year.

Needless to say, a reduction of this magnitude is uncomfortable at a time when the expenses of managing a clearinghouse and developing programs and resources are all rising at a rapid rate. Therefore, one of the urgent tasks of our Center in planning for the coming year has been to respond to the question of how we can operate most efficiently and continue to provide essential services while experiencing a serious reduction in our funding base.

Ironically, this change occurs at a time when the long range prospects for ERIC appear particularly bright. It is clear that, with the reorganization of the Office of Education, new priority is being given to the acquisition, dissemination, and analysis of information, and that the ERIC system is seen as an integral part of a new outreach philosophy of the Office of Education. Under this philosophy, U.S.O.E. will attempt to use its resources and its expertise to bring about planned for changes and developments in education which have essentially high priority, rather than to broadly diffuse the available funds for whatever is requested. (See the article on the development of the new National Center for Educational Communication in the CAPS Center Activities section.)

However, long range prospects for the ERIC system appear excellent—both in the general approach and in the specifics of funding. Therefore, we think of the coming year as not an indicator of a long term decline, but more appropriately as a dip in the available long range pattern—a pattern which has shown a continuing source of support for ERIC, but at the moment is experiencing a temporary drop in the support available.

Like any severe confrontation, the need to continue a program with a reduced operating base frequently provides the opportunity and the impetus for the program staff to seriously review the importance of various priorities, and to be much more concerned with the general question of how they may best use their funds to reach important goals. A reappraisal of the type we are experiencing frequently leads to a greater mission orientation and a greater sense of accountability which, in the long run, increases the program's long term survival and general professional impact.

Whatever is our true situation, we in the CAPS Center are responding to the budget reduction in this way. We see it as a serious confrontation which must be dealt with, but also as an opportunity for us to tighten our program and to emphasize those things which have high utility for our consumer community.

We have undertaken to establish a new set of priorities which, while clearly reflecting previous priorities and emphasis, will be the major mission for our Center in our activities for the coming year, and, most probably, for years to come.

The new emphasis and priorities can be thought of as essentially four areas of focus:

1. A major focus of the CAPS program will be to emphasize the broad area of information analysis. In terms of the use of staff time, the development of clearinghouse publications and resources will increase, and in our outreach program, we will place a major priority on the analysis of the available information in a variety of high interest areas. The goal will be to make it possible for CAPS to respond to the latest developments, and to provide comprehensive syntheses of the knowledge in those areas for which the demand and the need is greatest.

We will continue, of course, to emphasize our program of storage of essential documents and materials and, through a variety of information and use aids, to assist individuals and groups in the effective retrieval of basic sources of information in any given area. However, we are increasingly convinced that the best use of the available knowledge comes, not through improvements in the delivery systems of basic documents and increases in the quantity of information provided to individuals, but rather through being able to provide analyses of major need areas to individuals. The goal is to limit the amount of information an individual must sort through with regard to an area of interest or concern. We hope that through CAPS he may be able to identify quickly the major developments and the major generalizations that apply to that interest area.

Our work in the information analysis area will lead us to produce in the coming year the following:

First, a series of short information reviews of what is known in specific areas and how that information can be used for the improvement of programs and practices. Secondly, an overall yearly review of major trends and developments in the field of pupil and student services—including some specific linkages of how the development of the knowledge in that area for a given year can be used by people in a variety of positions and with a diversity of responsibilities.

2. The second major area of focus for CAPS will emphasize the evaluation of resources and aid the utilization of given products, resources, and documents by individuals in different positions. We see our role as more than simple dissemination. Our role is concerned with the dissemination of evaluated practices and programs. Our evaluation will identify for potential users the nature of the contents, the ways in which materials and resources might be used, and the extent to which a given body of information may lead to program and practice improvements. Our role here is really one of advocacy and of encouragement regarding the use of those resources which seem to offer a particular utility for the general com munity of users as well as resources which have particular utility for narrower sub-group users.

3. The third area of emphasis at CAPS will be the development of outreach user /services programs. Through our contacts in professional associations and our appearance at state and regional conventions, we intend to offer to groups the services of our Center in the development of more effective practices in the utilization of knowledge and in the clearer identification of the major trends and developments within our field. It is likely, therefore, that we will be increasingly present at state conventions and professional association meetings and will endeavor, in a direct person-to-person

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FOCUS ON COMMUNITY COLLEGES

by Ralph W. Banfield

Most recent research indicates that students are playing an expanding role in college governance.

Student participation in the governance of a community college is an area of discussion which needs a great amount of research and data gathering before one can make any flat statements as to how far we have progressed over the past two decades with the innovated type of institution that the community colleges are alleged to be. It is my wholehearted feeling that if there were ever a place where educational practices have a carryover value to the community, it is a community college!

Where do more alumni accumulate and remain in the locale than in the community college? Why not, then, educate them to the community college by involving them as students through participation in the governance of the institution?

If this situation is going to be implemented in a community college, the philosophical views of persons who really have not been exposed to the new concepts will have to be changed. It is within this framework that I bring to you some of the thoughts of people who have an expanded knowledge of what is going on.

* * *

Student demands for greater participation in academic governance have already produced changes on many American college campuses. The cause of student power frequently unites students who would otherwise be divided by ideological differences. In a recent Gallup poll, 80 percent of the student respondents indicated that students should have a greater say in running the colleges.

In the last two years, however, pressure to increase student involvement in policy making has also come from the administrators, from faculty members, and from an increasing number of public officials, who may be outside the general academic scene.

A survey of literature shows that proponents of student power far outnumber opponents, and arguments based on some combination of morality and expediency are generally used to justify their position. Sharp differences do arise when the question is the limits of student involvement.

While many academicians are willing to agree to some redistribution of authority, most are not ready to embrace the concept of the college as a democracy. Nevertheless, student pressure toward this end continues. The question is no longer whether, *but* how; *no longer* how far, *but* how fast. *The answer depends essentially upon the ability of an old order to move, to change, and to grow. It seems to me that the crux of the generation gap is the fact that memories are short-lived. Perhaps the needs of the younger generation* today *do relate to the younger generation of less than a century ago.*

* * *

For the most part, students have rejected student government organizations as ineffective vehicles for participation, and are working directly with faculty and administrators to gain a place in the decision-making process.

The community college, by the nature of the institution, does not make active participation by the students feasible (i.e., students generally live at home, many work odd hours, etc.). It is therefore necessary to establish programs that build-in the students' educational goals and governance.

While we admit that, at times, student government has been ineffective, we are not ready to disband the existing format. Instead, we recommend expansion *into a system of student representation from student governments to a committee dealing with the governance of the college.*

The banding of student organizations into state and national groupings has increased during the past decade, and this grouping makes a more forceful vehicle for implementation. One such group which comes to our attention—a rather new group—is the Michigan Association of Community College Students (MACCS). Some feeling for the model of this organization can be gained from these excerpts from the MACCS Constitution.

The stated purposes are to: "(1) provide a voice for the students . . . ; (2) facilitate the exchange of ideas and problems . . . ; (3) sponsor state programs for student assemblies; and (4) promote better mental and physical health among the students of the junior and community colleges of Michigan."

Membership is defined as, "The student body of any accredited junior or community college in the state of Michigan . . . if that college's representatives have paid the membrship fee." Colleges whose representatives have not paid fees may be associate members.

* * *

Since the interest in student governance at the community college level has increased with the intensification of student activism in the universities, we present the following excerpt as background information to help put the growth of student influence in historical perspective. The excerpt is taken from a report by the Committee on Student-Faculty-Administrative Relationship of the National Association of State Universities and Land-Grant Colleges.

The Growth of Student Influence—

While the participation of faculty and alumni in decision-making has been relatively legitimized over time, it now falls to the contemporary university to wrestle over the legitimacy of student involvement.

The authoritative work on student influence in higher education has yet to be written; still it seems reasonable to argue that their influence on the enterprise has been both neglected and underestimated. Historically, students have influenced their institutions by every means, from physical labor to riot, along the way affecting the curriculum, and to a significant extent creating the extracurriculum. They have been quick to respond to a lack of relevancy in their studies, creating the literary societies in the eighteenth centuary as a reaction to the aridity of the classical curriculum and developing athletics in the ninteenth century in response to the faculties' increasing concentration on research and scholarship. Frederick Rudolph, a noted historian of higher education, has described the college student as the most creative and imaginative force in the shaping of the American college and university. The following analysis owes much to his insights.

Americans have long been accused of suffering selective amnesia about violence, purposely blotting out the savage history of this country and choosing instead to remember its reasonable moments. The history of the American student serves as a good example: amidst the current student turmoil, few remember that the period from the founding of the colonial colleges to the Civil War was one of continuous student rebellion. Motivated by a strong distaste for the close and petty disciplinary system, students at all types of schools revolted in a violent fashion which destroyed property and in more than a few cases resulted in the deaths of others. Even during this period, however, students could and did make specific demands, as when in the 1780's Harvard students requested and received the president's resignation. Two generations later when another Harvard rebellion resulted in the expulsion of over half the senior class, the college president took advantage of the dissension to push through reforms in undergraduate organization.

While student rebellions and violence diminished abruptly after the Civil War, in

response some felt to the athletic and extracurricular programs then developing, there had been earlier, less intimidating evidence of the students' influence on campus.

At a time in the eighteenth century when the colonial colleges were still dominated by Protestant dogma and the "collegiate way of living," the first true signs of an intellectual spirit came not from the faculty, but from the students. With the creation of the debating or literary societies, contemporary politics were brought to the campus, but more importantly, the enlightener's faith in reason represented in analysis and debate were much more visible in the literary socities than in the classroom. Further, the sponsoring agency for speakers such as Ralph Waldo Emerson was invariably the student literary society, not the college; the college literary magazines were frequently products of the societies, and on more than a few campuses the largest and most diverse library was not the college's but the literary society's. The popularity and influence of these societies is reflected in the changes they wrought in their colleges — a broadening of the classical curriculum and the eventual adopting by the colleges of many of the societies' critical funtions.

DID YOU KNOW...

**The Community College of Denver believes that students should be given the opportunity to begin college at any period of the year. Hence, they not only have an open door policy, but a policy of rolling enrollment!*

They are also another in the growing number of institutions which do not *give failing grades.*

SOMETHING TO THINK ABOUT

Here are same key observations on the current status of personnel workers on the community college scene -

☐ *The ages of community/junior college students cover a greater span of years, and these students are in attendance for a greater number of reasons than students attending any other type of educational institution.*

Implication — Pre-service and in-service training for student personnel workers in community colleges must cover a greater spectrum of knowledge. The staff has to service more types of personnel than in any other type of educational institution.

☐ *Philosophically the community college stresses the importance of student personnel and community services.*

Implication — A greater degree of staff specialization will be necessary to meet the needs of the students and faculty.

☐ *Student personnel administrators are continually incorporating staff into their division to meet the increased need of their students.*

Implication — Institutions responsible for training student personnel workers for the community college must expand and develop a curriculum that better prepares the staff to enter with skills needed at the community college level. Too often these skills must be developed through in-service training activities.

DIRECTOR'S PRINT OUT

(Continued from page 15.)

way, to assist counselors to utilize the resources of the ERIC/CAPS Center and to be more cognizant of what information is available for their areas of particular concern and need.

4. The fourth CAPS emphasis will be in the pioneering of new areas and the development of resources for which there exists only a limited body of counseling resources at the present time but for which there is an apparent emerging need. In this role, we will be reaching out for information into areas not traditionally and typically basic in the information use patterns of counselors. It is our intent here to synthesize and integrate and package this information in ways which make it more readily available for counselor use. In addition, we hope that CAPS, through support under separate contracts and relationships with other groups. will increasingly expand its research and generational role in the area of knowledge so that CAPS will not only be disseminating and diffusing knowledge in particular areas, but also will be contributing through its own research and development activities in the creation of new knowledge and new resources.

The new year presents a major challenge to the CAPS program. It is a challenge that we did not welcome, but now that it is with us we are prepared to respond to it.

As Emerson has said, "Any time is a good time if one but knows what to do." We are looking for good times ahead because in our CAPS program we feel we know what to do. Do you think so?

Gary R Walz

BIBLIOGRAPHY

(Continued from page 14.)

even fanatically, alienated from the parental generation, or of those who address themselves primarily to the young." It examines Marcuse, Norman Brown, Ginsberg, Alan Watts, Timothy Leary and Paul Goodman in light of their influences on the youthful counter culture.

Seidman, Eric. PROLIFERATION OR RECONSTRUCTION? The School Counselor, 1969, 17(2), 89-92.

Discusses functions of guidance personnel as enforcers of code of "institutionalized behavior." Offers alternate role as creator of optimal learning climate.

Smith, G. Kerry. (Ed.) AGONY AND PROMISE: CURRENT ISSUES IN HIGHER EDUCATION 1969. San Francisco: Jossey Bass, 1969.

This 1969 yearbook presents 28 original papers from the 24th Annual Conference of the American Association of Higher Education.

Weinberg, Carl. SOCIAL FOUNDATIONS OF EDUCATIONAL GUIDANCE. New York: The Free Press, 1969.

This book is a collection of essays about the way in which we may view sociologically the guidance enterprise in its varied aspects.

Weinberg, Paul; and Others. (Eds.) HUMAN VALUES AND TECHNOLOGICAL CHANGE, ANNUAL CONFERENCE (17th, MAY 16-17, 1967). Montreal, Quebec, Canada. Industrial Relations Centre, McGill University, 1967. (ED 025 626 MF-$0.50 MC-$5.70 112P.)

The purpose of this conference was to consider the crucial question concerning a high level of technology in an industrial society which constantly creates new needs and makes new demands upon itself: can human values still be maintained? Is the technology itself the primary determinant or are human beings still able to formulate their own values?

Winter, William D. OUTREACH PROGRAMS: THE CHANGING RELATIONSHIPS BETWEEN COUNSELING AND CAMPUS. San Jose, Calif.: San Jose State College 1968. (ED 030 914 MF-$0.25 HC-$0.50 8P.)

Describes two innovative programs inaugurated by the counseling center at San Jose State College in response to the increased general involvement of college students over the past several years.

Young, Earl. COUNSELING WITHOUT OFFICES: GUIDANCE IN A NEW CONTEXT. Englewood, Colo.: Cherry Creek High School, 1967. (ED 022 224 MF-$0.25 HC-$0.50 8P.)

The use of radically different physical facilities and the development of new attitudes toward counselor involvement in the total student life helped to dissolve the idea of the "problem-centered counselor."

CAPS PUBLICATIONS

As part of the ERIC system, we keep a full staff working each day—over 20,000 hours each year—bringing together, analyzing and reporting comprehensively on the literature in the field of counseling and the personnel services.

IPSI, the Integrated Personnel Services Index, is one key product of those hours of searching and compilation. It can be used to review briefly over 1500 articles which have been taken from journals, dissertations, books, and ERIC documents over a six-month period. However, it is primarily designed as a useful tool to the person who wishes to zero in on the latest findings and ideas in a particular area of interest.

IPSI is organized in a subject index which uses over 400 descriptor terms to categorize the articles which fall in any area of your interest. Abstracts are given for each entry, and information about the availability of each document is included.

Volume 2, Number 2 of IPSI has just come from the printers. If you would like to look at our format, you may request a single issue "subscription" for $4.95. However, we encourage you to subscribe for one year of indexed information at $9.00 for two issues. Back issues are also available at the same rates. (Volume 1, Number 1 covers information made available from January through June, 1968. Subsequent issues cover the following six-month periods.)

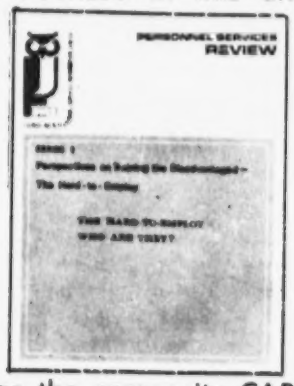
We encourage your reactions to this publication, whether they pertain to format or scope. Address inquiries and comments to the Publications Coordinator.

To order IPSI, refer to the composite order form of CAPS publications in the back of CAPS Capsule.

CAPS' popular series of Personnel Services Reviews has been further expanded with the addition of a new series, and two new papers. The new series is entitled, **Contemporary Issues in Student Personnel Work (Series 5).** The first micrograph in this series is now available and includes a synthesis of current programs and an extensive bibliography dealing with "Programs on Drug Use and Abuse."

In addition, a third paper has been included in our series on **Human Resources in the Guidance Programs (Series 3).** It is entitled, "Support Personnel in Guidance Programs," and deals with the use of paraprofessionals.

Unfortunately, we are no longer able to make these available without charge. There will be a $1.00 charge on all micrographs, beginning with those announced in this article. To



order, see the composite CAPS order form inserted in the back of this newsletter.

Watch for continuing announcements in this series of papers in future issues of CAPS Capsule.

Since we are constantly looking for new ways in which we can serve you from our position as part of the ERIC information system, CAPS is constantly reviewing new ideas and formats for publications. Our newest experimental publication is now available, and we offer it to you for your use and reactions.

The Register to Improve Communicative Habits (RICH) is a directory of people in the field of counseling and the personnel services. It lists researchers and practitioners who have indicated an interest in the exchange of ideas and materials with others who are working in the same area of interest.

RICH is composed of a main entry section—the Directory, a geographical index, a work setting index (Grades K-12, junior college, university, state or federal agency, industry, private research organization, etc.), and an activity area index (administration, counseling, counselor education, curriculum development, program development, research, etc.). The participants have also indicated whether they are willing to share or exchange specific kinds of materials, and whether they are willing to consult on a personal basis.

The directory is available to NON-participants at a cost of $2.00. To order, refer to the composite order form in the back of this issue.

Learn How to Use ERIC

Audio-visual aids which introduce and explain the ERIC system have been developed by the Center for Research and Development in State Education Leadership in Oregon. The monaural record and film strips include:

INTRODUCTION TO ERIC . . . an orientation to the ERIC system, with examples of ERIC and clearinghouse products and services.
HOW TO USE ERIC . . . an explanation of how to search the indexes, use the resumes, and read ERIC documents. Illustrates a simple search.
ERIC ADVANCED TRAINING PROGRAM . . . an explanation of use of the Thesaurus for a more complex and comprehensive search.

If the record is used with an automatic record player-projector, an inaudible beep actuates the projector to synchronize the record with the filmstrip.

Equipment which does not have the capability of picking up the inaudible beep may also be used. In such cases, the filmstrips can be advanced manually by an operator using a copy of the script as a guide. The time indicator for each frame on the filmstrip is underlined in red in the narrative section of the script.

A complete set of the three filmstrips and the accompanying record is available at a cost of $5.00 from:

National Audiovisual Center
Washington, D. C. 20409

Payment by check is preferred. If this is not possible, NAC will bill for the amount.
Upon request, the same presentation can be obtained in a slide-tape format for approximately $30.00 from:

Dr. Allen Lee
Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon 97631

New Information Centers on Drugs, Ecology

Recent information has brought to our attention the designation of centralized information centers in two areas of current popular interest—Environmental and Ecology Education, and Drug Use Education.

The ERIC Clearinghouse on Science and Mathematics Education has enlarged their scope of activities to include information gathering and analysis in the areas of ecology and the environment. Plans call for the development of publications, including comprehensive and selective listings of ecology and environmental education programs and resources. If you have a particular interest in such resources, watch Research in Education for documents listed by this clearinghouse.

The National Institute of Mental Health is now operating a clearinghouse for publications and information referrals in the area of drug use and abuse. Requests for information searches, publications, etc. may be made to:

Information Services
National Clearinghouse for Drug Abuse Information
WT 240
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015

CENTRAL ERIC PUBLICATIONS

Now Available -

Thesaurus of ERIC Descriptors (1970 Edition). This hard cover edition supersedes previous paperback editions. Although it is designed primarily for information specialists, it is also a useful tool for the student or educator who wishes to keep abreast of the language of his field. It is available from CCM Information Corporation, 909 Third Avenue, New York, N.Y. 10022. The cost is $8.95.

Manpower Research, Inventory for Fiscal Year 1969. Available for $1.75 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. (Order by number, OE-12036-69). This collection is also available from the ERIC Document Reproduction Service as the set of microfiche, Manpower Research Inventory for Fiscal Year 1969, at $70.00 for the set. (See inside back cover for EDRS ordering instructions.)

Research in Education Semi-Annual Index: January-June 1970. A cumulative index of ERIC reports ED 031 605 to ED 036 658. Order by title for $3.25 from G.P.O. (See above for address.)

The Current Index to Journals in Education, Volume 1. Annual Cumulation (January-December 1969). Available in hard cover at $24.50 a copy from CCM Information Corporation (see address above). Cites 11,707 journal articles which appeared in Volume 1 of CIJE. It includes journal citations with each main entry and with each title listed under a descriptor in the subject index.

CAPS CENTER ACTIVITIES

Workshop in CAPS Utilization

Mrs. Mary Hurd introduces CAPS materials at the workshop.

How to Counsel the Occupation-Bound Student was the theme of a workshop held this summer in Flint, Michigan. One of the purposes of the workshop, sponsored jointly by the Michigan Department of Education and the Genesee Intermediate School District, was to introduce products and ways to improve the skills of dealing with occupation bound students.

During the two week workshop, held August 10 to 21, 1970, Dr. Walz and other CAPS staff members were given the opportunity to introduce and describe the ERIC system as a means of increasing the participants' knowledge base.

The workshop was oriented to practicing counselors, administrators, and representatives from both public and private agencies. Emphasis was on training to provide services for all students as they enter the world of work, whether after high school, through trade or technical school training or college programs.

The CAPS session began with a presentation of the ERIC system and materials, followed by the CAPS slide presentation, and some thoughts on how the CAPS staff relates to the job of "counseling for occupations."

During the afternoon session, several CAPS staff members worked with small groups of four to seven people to train them in the use of ERIC as a method for counselor problem solving. Each participant was given the chance to use Research in Education and Current Index to Journals in Education to conduct a search in response to the problem of job dissatisfaction among non-college bound high school graduates.

National YMCA Staff Visits CAPS

From time to time, the ERIC/CAPS staff welcomes special visitors to our Center. Many of these people have come to us to learn more about our operation as a member of the ERIC information system.

In May of this year, members of our staff met with Richard Batchelder and Steven Ingles of the staff of the National Board of Young Men's Christian Associations. The National YMCA is in the process of establishing a National Resources Bank, which will have sections for Manpower Resources and for Effective Program Practices. It is their hope that the National Bank would serve as a liaison to other information systems, such as ERIC, to enable its users to have contact with resources beyond those of the YMCA.

Staff Members Receive Awards

New Staff Announced

As ERIC/CAPS entered its fifth year of operation, we took a brief pause in our routine to meet together in a luncheon meeting with all of the staff present. New members of the staff were introduced, and the occasion was noted in honors presented to two staff members.

Dr. Juliet V. Miller, Assistant Director, was presented with a certificate "in recognition of her outstanding contributions to the development of the ERIC Counseling and Personnel Services Information Center, and her insightful and innovative approaches to the furtherance of the more effective utilization of knowledge by counselors."

A second award was presented to Mrs. Susan F. Kersch, newly-appointed Assistant Director for Information Processing, "in recognition of her great resourcefulness and unusual initiative in developing a system for the indexing and abstracting of ERIC documents which has won national acclaim as a model of efficiency and economy and which has contributed significantly to the overall excellence of the ERIC/CAPS program."

Announcement was made of the appointment of Mrs. Marlene B. Pringle as Assistant Director for Information Analysis. Mrs. Pringle has been an English teacher and department head in the Flint, Michigan public schools, and has a Master's Degree from the University of Michigan in 1969. She is currently working on her doctorate in counseling and guidance at the University of Michigan.

A second new member of the ERIC/CAPS staff this fall is Miss Mary Jane Kidder. Miss Kidder just received her Master's Degree in mathematics from the University of Michigan. She will have prime responsibility for the QUERY system as we put it into operation.

Conference Evaluates Handbook on Vocationial Guidance

First Phase Done

As announced earlier, ERIC/CAPS is working jointly with the Center for Vocational-Technical Education at the Ohio State University on a project to develop a "Handbook of Vocational Guidance Methods." The first phase of this project is now completed. This phase included the identification and evaluation of existing vocational guidance methods.

In July, an evaluation conference was held at CAPS. Participants at the conference included: Edwin Whitfield and Marvin Barbula of the San Diego (Calif.) County Schools; Lorraine Hansen and Henry Borow of the University of Minnesota; George Leonard of Wayne State University in Detroit, Michigan; and Philip Perrone of the University of Wisconsin. During the three-day meeting these consultants helped the project staff by evaluating existing methods, reacting to the format and objectives of the handbook, and recommending additional suggestions for the development of the handbook.

Throughout the next year, work will continue on the project. During this time, three major preliminary publications will be developed. These will later be incorporated into a single, final publication. Major areas to be covered include: development of vocational guidance methods; implementation of vocational guidance methods; and conceptual framework for the development of vocational guidance methods. The major objectives of this work are to provide information about existing methods, to suggest possible approaches to implementing new methods in school settings, and to encourage the generation of new vocational guidance practices.

Although a thorough search has been conducted to identify existing methods, the staff realizes that there are other methods which were not identified through the search. We, therefore, encourage readers who have developed vocational guidance methods to submit descriptions of these procedures for inclusion in the handbook. Please send any such materials to: Mrs. Juliet V. Miller, ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104.

Staff and consultants of the vocational guidance handbook project are (l. to r. around the table): Susan Carlson, Philip Perrone, Marvin Barbula, Lorraine Hansen, Henry Borow, Robert Campbell, Edward Dworkin, Juliet Miller, and Edwin Whitfield.

The National Center for Educational Communication

A major reorganization of the U. S. Office of Education, begun in late 1969, has resulted in an increased emphasis on the dissemination and analysis of information, and along with that, new challenges and prominence for the ERIC system.

In October of last year a new office of the Deputy Assistant Secretary/Commissioner for Planning, Research, and Evaluation was established. Four previously separate units were brought together: The National Center for Educational Research and Development (NCERD, formerly Bureau of Research); the National Center for Educational Statistics; the Office of Program Planning and Evaluation; and the National Center for Educational Communication (of which ERIC is a subunit).

In order to achieve optimum use of new knowledge and tested improvement, NCEC will be responsible not only for the dissemination of information, but also for the development and maintenance of numerous information exchange programs at the state and local levels.

Through NCEC, ERIC will cooperate with the National Center for Educational Research and Development to develop and implement plans for research and development in the four priority areas of reading, early childhood education, vocational education, and educational organizations and systems.

Two New ERIC Clearinghouses

With the addition of two new clearinghouses in May of this year, the total number of ERIC clearinghouses has been increased to 20. The new clearinghouses are in the areas of social science education, and tests, measurement, and evaluation.

The ERIC Clearinghouse on Social Science Education (ERIC/CSSE) is being operated by the University of Colorado in collaboration with the Social Science Education Consortium, Inc. It is responsible for information on social studies, social science education, and social education.

The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) is operated by the Educational Testing Service in Princeton, New Jersey. According to the statement of scope, ERIC/TM is responsible for "documents presenting descriptions of: (1) tests and other measurement devices; (2) evaluation procedures and techniques; and (3) the application of tests, measurement, or evaluation in educational projects or programs.

(For a complete listing of ERIC clearinghouses with addresses, see page 23.)

National Assessment Program Announces Partial Results

Since our coverage of the National Assessment of Educational Progress in the Winter 1970 issue of CAPS CAPSULE, the NAEP and its parent organization, The Education Commission of the States, have announced some of the results of the first year of assessment. We include them here for your continuing information.

On July 8th of this year, the first results of the National Assessment of Educational Progress were announced at the annual convention of the Education Commission of the States in Denver, Colorado.

Following the first year of actual assessments, conducted between March of 1969 and February 1970, partial results were released at the Denver meeting in two of the three areas assessed—Science and Citizenship. Since it is the goal of National Assessment to provide a form of measurement of the progress or decline in the educational attainments of young Americans over a period of years, 50 percent or more of the results of the exercises have been withheld in order to use them for comparison when the same subject areas are reassessed in three to five years. According to the present schedule, Science will be reassessed in 1972-73, and Citizenship will be reassessed in 1974-75. NAEP also plans to report further results in the Citizenship assessment, and the **first** results in the area of Writing in late 1970.

The exercises reported in July were administered both to **groups** (of eight to twelve persons) and to **individuals.** Altogether, nearly 100,000 individuals were assessed during the first year of data gathering.

In the group administrations, instructions and exercises were read aloud by a tape recorder. In the individual administrations, exercises were read aloud by the administrator, who also wrote down the individual's responses. These procedures were used for two reasons: to assure uniformity of administration throughout the country; and to minimize the possibility of an individual's reading or writing ability affecting the quality of responses. (These procedures are modified, of course, in the Reading and Writing assessments.)

SAMPLE EXERCISES

Science

(Objective—to assess the understanding of the investigative nature of science.)

One question was, "The solid, liquid, and gaseous states of water differ in which of the following ways?

__The number of protons per molecule

__The number of electrons per molecule

__The net charge on the individual molecules

__The number of neutrons per individual molecule

__The average speed with which the molecules are moving." (Correct answer)

* Sixty-five percent of Age 17 and 37 percent of Adults selected the correct response.
* Sixteen percent of Age 17 and 7 percent of Adults gave incorrect responses.
* Twenty percent of Age 17 and 53 percent of Adults responded, "I don't know."

Citizenship

(Objective—to assess the knowledge of the main structure and functions of our governments.)

One question concerned the identification of current office holders.

* Ninty percent of each age level (9, 13, 17, Adult) could identify Nixon as President.
* A majority of Age 13, Age 17, and Adults could identify Agnew as Vice-President.
* In naming at least one senator from their own state, 16 percent of Age 13 responded correctly, 44 percent of Age 17, and 57 percent of Adults.
* Those able to identify Melvin Laird as Secretary of Defense were 6 percent of Age 13, 16 percent of Age 17, and 24 percent of Adults.

QUERY INSTALLED

In the Spring Issue of CAPS CAPSULE, we announced the availability of the QUERY search and retrieval software package for use in searches of the ERIC magnetic tape file. The IBM 360 model of QUERY is a proprietary search system developed by Computer Resources Corporation of McLean, Virginia and is available for installation at selected locations with the approval of the U. S. Office of Education.

In September of this year, the CAPS Center received the software package and the tapes and they will soon be available for use by Center personnel through the University of Michigan Computing Center.

The QUERY system is capable of searching all ED numbered documents which have been announced in RIE and other ERIC publications—with a backlog of around 32,000 entries, and a growth rate of 900 documents each month. The system is updated quarterly. CIJE files are also available beginning in April, 1970.

Since we are not able to provide this service through the CAPS Center, you may wish to consider the system for your own office or agency. U. S. O. E. will consider requests from regional education laboratories, educational research and development centers, OE regional offices, any HEW library and dissemination activity, and any state and/or local educational agency.

For a Special Announcement giving the details of the system, contact Mr. James Eller, U. S. Office of Education, ERIC, Room 3008, 400 Maryland Avenue SW, Washington, D.C. 20202.

Here is a handy reference list . . .

. . . for all of you who wish to make use of an ERIC microfiche collection for your own information and research. Most documents and papers reviewed in CAPS CAPSULE are available on microfiche, and may be used on-site at any of the places listed below. Each collection is complete. That is, it contains **all** ERIC-indexed documents from **all** ERIC clearinghouses.

In addition, there are over 200 total ERIC microfiche collections which are housed in school, college and university libraries. If you would like to know the location of the **nearest** ERIC microfiche collection, write to the director of research in the OE Regional Office serving your area, or to your state department of education.

At ERIC Clearinghouses:

Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210

Counseling and Personnel Services
University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

Disadvantaged
Teachers College
Columbia University
New York, New York 10027

Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Educational Administration
320 Hendricks Hall
University of Oregon
Eugene, Oregon 97403

Educational Media and Technology
Institute for Communication Research
Stanford University
Stanford, California 94305

Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

Higher Education
George Washington University
1 DuPont Circle
Washington. D. C. 20036

Junior Colleges
University of California at LA
405 Hilgard Avenue
Los Angeles, California 90024

Library and Information Sciences
American Society for Information Science
1140 Connecticut Avenue, NW
Washington, D. C. 20036

Linquistics
Center for Applied Linquistics
1717 Massachusetts Avenue, NW
Washington, D. C. 20036

Reading
Indiana University
204 Pine Hall
Bloomington, Indiana 47401

Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88001

Science and Mathmatics Education
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

Social Science Education
Social Sciences Building
970 Aurora Avenue
Boulder, Colorado 80302

Teacher Education
1 DuPont Circle
Washington, D. C. 20036

Teaching of English
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Teaching of Foreign Languages
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

At Regional Educational Laboratories:

Appalachia Educational Laboratory
1416 Kanawha Boulevard
Charleston, West Virginia 25325

Center for Urban Education
105 Madison Avenue
New York, New York 10016

Central Midwestern Regional Educational Laboratory
10646 St. Charles Rock Road
St. Ann, Missouri 63074

Eastern Regional Institute for Education
635 James Street
Syracuse, New York 13203

The Far West Laboratory for Educational Research and Development
Claremont Hotel
1 Garden Court
Berkeley, California 94705

Mid-Continent Regional Educational Laboratory
104 East Independence Avenue
Kansas City, Missouri 64108

Northwest Regional Educational Laboratory
400 Lindsay Building
710 Southwest Second Avenue
Portland, Oregon 97204

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New Bedford, Massachusetts 02740

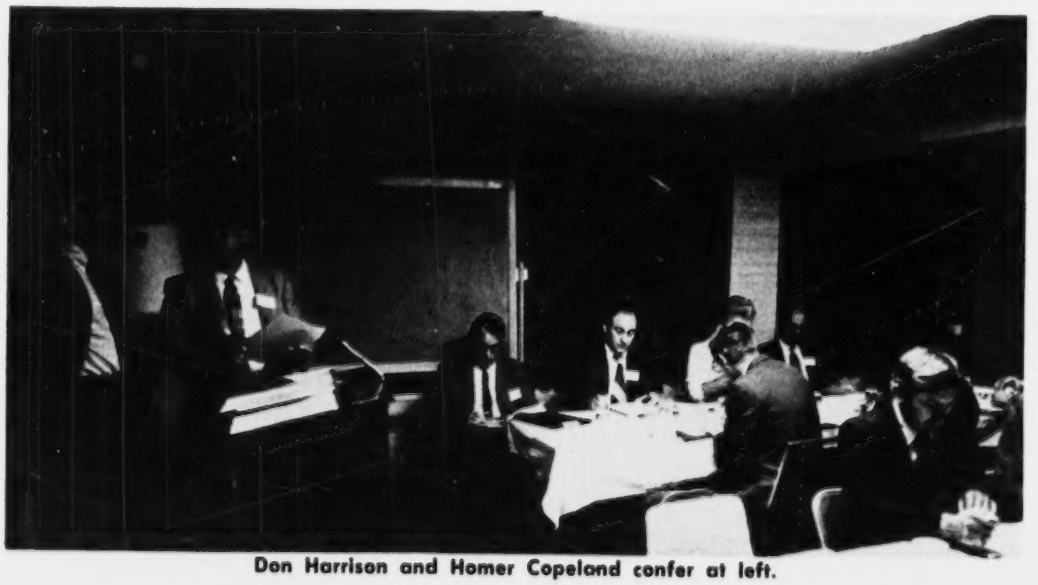
Labor and Manpower Advisor
U. S. Mission to the OECO
OECD Secretariat
6 Rue de Franqueville
Paris 16, France

CAPS Cooperates in Conference on Vocational/Special Education

Several members of the CAPS staff recently collaborated in the planning of a conference on cooperative programming for the urban disadvantaged. The conference, held in Ann Arbor from August 17 to 21, 1970, was sponsored by the Divisions of Vocational Education and Special Education of the Michigan Department of Education.

It brought together people from local and intermediate school districts who represented the fields of special education, vocational technical education, and related areas in order to focus upon the program needs of the urban disadvantaged, particularly the employment bound.

The emphasis of the conference was on an identification of ways in which vocational education and special education personnel can work together to meet the education and special education and training needs of the disadvantaged, and to disseminate information on how to develop programs, obtain funding, and survey current information on exemplary programs in these areas.



Don Harrison and Homer Copeland confer at left.

Don K. Harrison of the CAPS staff was a co-director of the conference, along with Homer Copeland, a vocational education instructor at Northwestern High School in Detroit, Michigan.

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